

## Connecting Themes/Enduring Understandings Used in 8<sup>th</sup> Grade Georgia Studies

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

**Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

**Individuals, Groups, Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for society.

8<sup>th</sup> Grade Georgia Studies Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the 8<sup>th</sup> Grade Georgia Studies Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: Geography of Georgia and the American Indians  August 30	Unit 3: Exploration and Colonization  September 7
<b>GSE for Social Studies</b>	<b>NA</b>	SS8G1a, b, c; SS8H1a;	SS8G1d; SS8H1b, c; SS8H2;
<b>Key Concepts</b>	Beliefs and Ideals Conflict & Change Conflict Resolution Distribution of Power Individuals, Groups & Institutions Location Movement/Migration Production, Distribution & Consumption Rule of Law Technological Innovation	Characteristics of the American Indians in GA ( <b>H1a</b> ) Location of Georgia ( <b>G1a</b> ) Impact of Georgia’s geography and climate on development ( <b>G1b</b> ) Georgia’s geographic regions and features ( <b>G1b</b> )	Importance of water in Georgia’s historical development and economic growth ( <b>G1d</b> ) Reasons for European exploration and settlement ( <b>H1b</b> ) Impact of Spanish contact on American Indians ( <b>H1c</b> ) Roles of important individuals in Georgia’s beginnings ( <b>H2</b> ) Impacts of diverse cultures on the development of Georgia ( <b>H2</b> ) Georgia’s transformation from a Trustee Colony to a Royal Colony ( <b>H2</b> )

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Unit #/Title	Unit 4: Statehood  October 18	Unit 5: The Civil War	Unit 6: The New South
<b>GSE for Social Studies</b>	SS8H3; SS8H4; SS8E2a, c	SS8H5; SS8H6; SS8E2c	SS8H7; SS8E2c
<b>Key Concepts</b>	<p>Causes of American Revolution and impact on Georgia <b>(H3)</b></p> <p>Georgia’s role in the American Revolution <b>(H3)</b></p> <p>Interpretation of the Declaration of Independence <b>(H3)</b></p> <p>Weaknesses of the Articles of Confederation and how it led to the new Constitution <b>(H3)</b></p> <p>Influential people of the era <b>(H4)</b></p> <p>Reasons for establishment of University of Georgia and the movement of Georgia’s capitals <b>(H4)</b></p> <p>Expansion of Georgia/Land Policies/Trail of Tears <b>(H4)</b></p> <p>Technological developments and the impact on the growth of Georgia <b>(H4)</b></p> <p>Incentives for entrepreneurs <b>(E2a)</b></p>	<p>Various forms of legislation add to civil unrest <b>(H5)</b></p> <p>Significant events of the Civil War <b>(H5)</b></p> <p>Influential people of the time period <b>(H5 &amp; H6)</b></p> <p>Significant events and legislative action during Reconstruction <b>(H6)</b></p> <p>Groups that affected Reconstruction <b>(H6)</b></p> <p>Significance of technological advancement on Georgia <b>(E2c)</b></p>	<p>Conflict of political and societal ideals among significant groups <b>(H7)</b></p> <p>Political and societal segregation of races <b>(H7)</b></p> <p>Significant people and their contributions to develop an industrialized Georgia <b>(H7)</b></p> <p>Influential Civil Rights leaders <b>(H7)</b></p>

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Unit #/Title	Unit 7: The 20 <sup>th</sup> Century	Unit 8: Post WWII Georgia	Unit 9: Civil Rights	Unit 10: Modern Georgia
<b>GSE for Social Studies</b>	SS8H8; SS8H9	SS8H10; SS8E1a; SS8E2b, c	SS8H11	SS8H12; SS8E1
<b>Key Concepts</b>	<p>Reasons for WWI and Georgia’s contributions <b>(H8)</b></p> <p>The Great Depression <b>(H8)</b></p> <p>New Deal influence on government <b>(H8)</b></p> <p>Political figures significance to this era <b>(H8 &amp; H9)</b></p> <p>Key events leading to WWII <b>(H9)</b></p> <p>Impact of bases and industry related to WWII <b>(H9)</b></p>	<p>Impact of technology on agriculture <b>(H10)</b></p> <p>Impact of significant figures on growth of Georgia <b>(H10)</b></p> <p>Impact of political and social changes of Atlanta <b>(H10b)</b></p> <p>Post WWII racial politics <b>(H10c)</b></p> <p>Impact of major transportation systems impact Georgia globally <b>(E1a)</b></p> <p>Influence of entrepreneurs to Georgia’s economy <b>(E2b)</b></p> <p>Impact of changes in Georgia’s agriculture and technology <b>(E2c)</b></p>	<p>Impact of major developments in Civil Rights from the 1940’s-1950’s <b>(H11)</b></p> <p>Impact of major developments in Civil Rights from the 1960’s-1970’s <b>(H11)</b></p> <p>Impact of significant individuals and organizations during this era <b>(H11)</b></p>	<p>Key influential people and their impact on Georgia <b>(H12)</b></p> <p>Significance of Jimmy Carter in state and national politics <b>(H12)</b></p> <p>Impact of the 1996 Olympics <b>(H12)</b></p> <p>Impact of Georgia’s role to global economics <b>(H12)</b></p> <p>Impact of the four transportation systems to Georgia’s economy <b>(E1)</b></p>

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Unit #/Title	Unit 11: State and Local Government	Unit 12: Adult and Juvenile Justice System	Unit 13: Personal Finance
GSE for Social Studies	SS8CG1; SS8CG2; SS8CG3; SS8CG4; SS8CG6	SS8CG5	SS8E3
Key Concepts	<p>Structure and function of state and local governments (<b>CG1, CG2, CG3, CG4, CG6</b>)</p> <p>Roles and responsibilities of citizens with regard to state and local government (<b>CG1</b>)</p> <p>Differentiate between civil and criminal law (<b>CG4</b>)</p> <p>Structure and function of the courts (<b>CG4</b>)</p>	<p>Differentiate between delinquent and unruly behavior (<b>CG5a</b>)</p> <p>Rights of juveniles in the justice system (<b>CG5b</b>)</p> <p>Juvenile justice process (<b>CG5c</b>)</p>	<p>Importance of personal financial management (<b>E3</b>)</p> <p>Understanding different components of personal financial management (<b>E3</b>)</p>